

<b>Focus Option Plan of Operation</b>		School Year: 2011-12	Date:
<b>1. Program Profile</b>			
School/Program Name: Japanese Magnet Program @ Mt. Tabor Middle School			
Location: 5800 SE Ash St.		Contact Person:	
Administrator: Van Truong		Contact Phone: 503-916-5646	
<i>1a. Mission/Purpose</i>			
<p><b>Mission:</b></p> <p>It is our belief that the practice of learning a second language through Immersion, creates an environment that not only celebrate diversity, but create bi-lingual learners that are fully prepared to make productive life decisions. We believe that bi-lingual education for native Spanish speakers is necessary for academic success and a healthy identity.</p> <p>How does your program fit within the PPS District Mission?</p> <p>Increase language proficiency through immersion program.</p>			
<i>1b. School/Program Descriptions</i>			
<p>Please provide a brief description of your school/program:</p> <p>Japanese language is taught in literacy and social studies and other contents are in English. The students go on a required Research residency trip to Japan during the 4<sup>th</sup> quarter of their 8<sup>th</sup> grade year.</p>			
<b>2. Enrollment and Admission</b>			

How will students and their families become "interested and informed" about the school/programs?

Students must come from Richmond Elementary.

Describe your communications plan (e.g. target audiences; timing; type of information).  
Website, Newsletter, and Flyers.

How will this plan reach families that are currently underrepresented in your school (such as by language group, disability, economic status, geographic region or gender).

Students must come from Richmond Elementary

*2a. Current and Target Enrollment by Grade*

**Targeted Grade Levels and Projected Total Enrollment:** Enter the target enrollment for each grade, as well as the actual enrollment this year, and the number of lottery slots you recommend for this grade next year. All slots decisions must be approved by your Deputy Superintendent.

Grade Level>	6	7	8							Total
Target Enrollment	50	47	36							
2010-11 Enrollment	50	47	36							
2011-12 Slot request	3									

**Minimum number of students needed in the school/program (total and by grade level):**  
Depends on Richmond enrollment. Minimum number needed is not an issue, it's the program growth.

**Maximum number of students the school/program can handle (total and by grade level):**  
Grade 6 – 90, Grade 7 – 90, Grade 8 – 90  
CANNOT CONTINUE to have 4 classes per year from Richmond after 2014-15 to maintain over – enrollment at Mt. Tabor MS with the Spanish Immersion program and Neighborhood school.  
If JMP is too large, the neighbor program will be effected.

Indicate any resources you will use to staff and run your program outside of the basic district allocation formula (list resource type and FTE or dollar equivalent):

If the student class sizes do not equate to 30, we need to use district allocation to maintain the program. This means that the neighborhood class sizes are larger due to the balancing of sessions offered.

What existing admission priorities do you have now (e.g. neighborhood, language group)?  
n/a

Are there admission priorities and/or entrance criteria you would like to add to your school/program? If so, what program goals would the priorities/criteria help you reach?

If the student is not from Richmond, they must pass the Language proficiency test to be enrolled in the program.

### 3. Facilities and Operations

Describe any space needs your school/program will face in order to reach your target enrollment:

With JMP, Spanish Immersion and Neighborhood programs, Mt. Tabor is facing overcrowded issues in 3 years. Right now our enrollment is at 580 and it expected to be at almost 700 in 2013-14. We only one empty room with shared use between the teachers. In couple years, the teachers will have to be on cart.

Please indicate any other space or facility concerns you have:

Our cafeteria is not large enough to more than 300 students at a time. If we change the lunch schedule to fit all the students, it will decrease instructional time.

For programs that share a building with a neighborhood program: What efforts are made by the entire school community to maintain a harmonious working relationship? (e.g., problem-solving, discipline, duty, extended responsibility, fundraising)

#### 4. Additional information

Please attach a copy of your:

- School Improvement Plan
- Schedule of information events
- Statement of understanding (if applicable)

Please include any additional information or data that you think is relevant to this plan:

Principal signature:

Date:

Deputy Superintendent signature:

Date:

**Focus Option Plans of Operations- Supporting Information**○ **General Information**

- Please contact Judy Brennan at ext 63205 for assistance
- The Educational Options Policy provides that focus options - both schools and programs - have a plan of operation (6.10.022-P(IV)(1)&(2)(g)).
- Operation plans are to be completed as part of the approval process for a new focus option, and the periodic review of an existing focus option. A plan of operation assures alignment with Board policy, as well as a way to assess whether the option has met its goals.

○ **Enrollment and Admissions**

- The Educational Options and Student Enrollment and Transfers (SET) policies govern enrollment and admission to focus options. The underlying policy goals are equal access, fairness, and making families and students the primary decision makers about their choice of schools.
- High and middle school focus options may have admission criteria, while elementary focus options may have no admission criteria (except dual language and late entry for language immersion).
- Admission criteria must be the same for neighborhood and transfer students. Criteria, if any, must be clear, objective and directly related to the educational goals of the option and the district and within district guidelines.
- A school or program may require the family and student to sign a statement of understanding of program expectations prior to enrollment.
- Focus options are expected to develop ways for their students and families to demonstrate that they are "interested and informed" without creating barriers to access.